ASSURE Model Lesson Plan Development

Objectives:

1. Demonstrate ability to write a quality comprehensive cohesive lesson plan that includes ALL elements of the ASSURE Model (refer to Instructional Technology and Media for Learning, chapter 3-4 and notes presented during class):
   a. Analyze audience
   b. Set objectives (there should be 3-5 learner objectives, including at least one application level objective)
   c. Select methods, media, and materials
   d. Utilize methods, media, and materials (include a detailed content outline as part of this section)
   e. Require learner participation
   f. Evaluate and revise

   It is expected that the ASSURE Model lesson plan is accurate, complete in content, cohesive, and in appropriate detail and depth.

2. Demonstrate ability to create a relevant information handout, applying principles of video literacy/design as appropriate. Develop and include copies of all needed handouts and/or worksheets related to the ASSURE Model. One instructional handout must be an original creation by you (with no copyright infringements on content!). To review and obtain additional handouts to add to your Appendix to support of your lesson, make an appointment with the manager of the Benedictine University Healthy Table nutrition education center (#630-829-6518) to review available copy-ready handouts.

3. Demonstrate ability to create effective evaluation tools. Learner tests (e.g., pre-, post-) should have 4-7 well-written items. Presenter evaluations should have 6-8 items. Develop at least one of these tools and include.

A grading rubric is attached.

- This rubric delineates scoring (points) in each category/element of ASSURE Model lesson plan and related elements (i.e., handout, evaluation instrument, promotional piece) project assessment. "Meeting requirements with excellence" means meeting (or a student may elect to exceed) the criteria established to create a well-written lesson plan. Satisfactory means acceptable, but not top level. There are 5 levels of point designation.
- Every vertical column of elements, except the last one, can be met with excellence as a criterion. The last one provide one bonus point by meeting level 4, as level 3 is the highest set for that criterion.
<table>
<thead>
<tr>
<th>Scale:</th>
<th>Elements:</th>
<th>Audience Analysis</th>
<th>Format for Objectives</th>
<th>Methods Selection</th>
<th>Instructional Media &amp; Materials Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Meets Requirements with Excellence OR Exceptional</td>
<td>Target audience is clearly &amp; comprehensively defined:</td>
<td>3-5 well-written objectives, in correct format to include:</td>
<td>Description of methods:</td>
<td>For each of the instructional media:</td>
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<tr>
<td></td>
<td>• gender/sex</td>
<td>• subject</td>
<td>• Identify and explain HOW at least 2 methods will be utilized as part of the presentation.</td>
<td>• Identify type of media or material</td>
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<td></td>
<td>• age range/grade level/s</td>
<td>• measurable verb</td>
<td>• At least 1 method is more enactive.</td>
<td>• Provide description of item</td>
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<td></td>
<td>• job/position if appro.</td>
<td>• conditions of performance</td>
<td>• Explains WHY the enactive method was chosen for use in your presentation, referring to &quot;Dale's Cone&quot;, learning theories, and development theories.</td>
<td>• Describe intended use (i.e., why) for item</td>
<td></td>
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<td></td>
<td>• ethnic/cultural if approp.</td>
<td>• degree of accomplishment</td>
<td>• Is cohesive/consistent with objectives.</td>
<td>• Include a copy of each that is a handout in the Appendix: actual copy (watch copyrights for printing purposes!)</td>
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<td></td>
<td>• socioeconomic factors</td>
<td>AND include completed objective appraisal (from book).</td>
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<td></td>
<td>• geographic area</td>
<td>AND at least one objective must be of higher level on cognitive domain.</td>
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<td>• pre-requisite skills</td>
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<td>• learning style/s</td>
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<td>• motivational factor/s</td>
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<td>• physiological factors if appropriate</td>
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<tr>
<td>3 Satisfactorily Meets Requirements OR Standard</td>
<td>Omission of 1-2 needed components. OR Range of characteristics is too broad in 2-3 needed areas.</td>
<td>1 of the 3-5 objectives is in incorrect format OR Missing objective appraisal.</td>
<td>Methods are consistent with objectives AND 1 is enactive, BUT Explanation of how and why is only superficially tied to theories in course.</td>
<td>Media/material selection is consistent with objectives AND at least 3 forms of media/materials are described and provided in appendix BUT Explanation is superficial.</td>
<td></td>
</tr>
<tr>
<td>2 Below Minimal Standards; Needs More Work</td>
<td>Target audience description is missing 3-4 needed components. OR All components present but range of characteristics is too broad in &gt; 4 needed areas.</td>
<td>2 of the 3-5 objectives are in incorrect format OR 1 objective is in incorrect format and missing objective appraisal OR no higher level objective</td>
<td>Methods are consistent with objectives AND 1 is enactive, BUT Explanation of methods is missing either the how or why.</td>
<td>Media/materials is consistent with objectives AND at least 3 forms of media/materials are described adequately, BUT examples absent in appendix. OR Consistent with objectives BUT &lt; 3 media/materials forms</td>
<td></td>
</tr>
<tr>
<td>1 Does Not Meet Standards; Needs Substantial Revisions</td>
<td>Target audience description is missing &gt; 4 needed components.</td>
<td>2 or less objectives OR 3 of the 3-5 objectives are in incorrect format OR 2 of the 3-5 objectives are in incorrect format and missing objective appraisal</td>
<td>Description of methods is not cohesive with learner objectives. OR 2 methods are not employed. OR 1 method is not enactive.</td>
<td>Media/material choice inconsistent with objectives OR Consistent with objectives BUT &lt; 2 media/materials forms</td>
<td></td>
</tr>
<tr>
<td>0 Absent</td>
<td>Audience analysis missing</td>
<td>Objectives missing.</td>
<td>Discussion of methods missing.</td>
<td>Media/materials section missing.</td>
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<tr>
<td>Scale:</td>
<td>Elements:</td>
<td>Utilize Media and Materials</td>
<td>Utilize – Presentation - Provide Experience</td>
<td>Utilize - Presentation - Organization by Outline</td>
<td>Utilize - Presentation - Outline Accuracy</td>
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</tbody>
</table>
| 4      | Meets Requirements with Excellence OR Exceptional | Description of plans to:  
- Preview media and materials  
- Prepare media and materials  
- Prepare the environment  
Include discussion of when ALL media and materials are utilized. | Description of plans to:  
- Prepare the learners - explain motivational method  
- Provide introduction to session and self  
- Plans to pre-assess | Outline should be:  
- Organized and logical in flow  
- In outline format  
- Indicate time allocations for each section  
- Written to be 30-60 minutes in length | No errors of interpretation AND All information is current |
<p>| 3      | Satisfactorily Meets Requirements OR Standard | 1 omission of above components  OR Partial deficiency of 2 components. | Partial deficiency of 1 bulleted component listed above. | All components met, EXCEPT presentation not written in outline format. | All information is current BUT 1 minor error of interpretation |
| 2      | Below Minimal Standards; Needs More Work | 2 omissions of above components.  OR Partial deficiency of 3 components. | Omission of 1 of bulleted component.  OR Partial deficiency of 2 components. | All components met, EXCEPT time allocations not clearly differentiated. | 2 minor errors of interpretation OR 2 minor statements of information presented are not current. |
| 1      | Does Not Meet Standards; Needs Substantial Revisions | More than 2 omissions of above components.  OR Partial deficiency of all components. | Omission of 2 of bulleted components.  OR Partial deficiency of all components. | Presentation is logical and organized, BUT time allocations AND outline format missing. | 3 minor errors of interpretation OR 3 minor statements of information presented are not current.  OR 1 major error or interpretation |
| 0      | Absent | Media/materials utilization description is missing. | Omission of description of above components. | Presentation is not organized nor in logical sequence. (even if other components present) OR content outline missing. | &gt; 1 major error OR &gt; 4 minor errors of interpretation OR misinformation OR content outline missing. |</p>
<table>
<thead>
<tr>
<th>Scale:</th>
<th>Elements:</th>
<th>Utilize - Presentation - Outline Content Detail</th>
<th>Utilize - Presentation Outline Supportive Detail</th>
<th>Require Learner Participation</th>
<th>Evaluate: Learning</th>
</tr>
</thead>
</table>
| 4     | Meets Requirements with Excellence OR Exceptional | Outline:  
- Comprehensive, detailing major concepts for presentation, including interactive components.  
- Professional in choice of words/terms, but appropriate for audience level.  
- Provide summary in conclusion. (Note: estimated length of 3-4 double spaced typed pages) | As appropriate, refer to use of:  
- Media and Materials  
- Methods  
- Evaluation strategies in introduction and conclusion  
In each section of presentation outline. | Lesson plan provides for active learning. Explanation describes the:  
- Experiences in which active learning takes place through the lesson  
- Interactive methods of learner participation utilized  
- Rationale for choices of interactive learning methods | Explain detailed plans (How? What will you ask? – specific questions) for evaluation of learning:  
- Before/pre-assessment  
- Formative  
- Summative/post-test  
Plans should be cohesive/consistent with learner objectives. |
<p>| 3     | Satisfactorily Meets Requirements OR Standard | Detail could be expanded for further clarity. (Page length is likely 2-3 pages) | Use of media/materials or methods not completely identified by omission of 1 media or method previously identified in Selection sections. | All components present, but only a superficial explanation provided. | Plans inconsistent with 1 lesson plan objective OR missing one bulleted category listed above OR partial deficiency of 2 categories. |
| 2     | Below Minimal Standards; Needs More Work | Detail could be expanded for further clarity. (Page length is likely 2 pages) | Omission of 2 previously identified media or methods in Selection sections OR omission of evaluation strategies in introduction or conclusion. | Rationale for choices missing OR methods not clearly explained. | Plans inconsistent with 2 lesson plan objectives OR missing 2 bulleted categories listed above OR partial deficiency of 3 categories. |
| 1     | Does Not Meet Standards; Needs Substantial Revisions | Detail could be expanded for further clarity. (Page length is likely 1-2 pages) | Omission of 3 previously identified media or methods in Selection sections OR omission of evaluation strategies in both introduction or conclusion OR combination of deficits. | Rationale for choices missing AND methods not clearly explained OR missing a discussion of a “hands-on” applied concept method or activity. | Plans inconsistent with 3 lesson plan objectives OR large deficiency in all categories listed above. |
| 0     | Absent | Content outline missing. | These portions of content outline missing. | Learner participation section missing. | Discussion of plans to evaluate learning absent. |</p>
<table>
<thead>
<tr>
<th>Scale:</th>
<th>Elements:</th>
<th>Evaluate and Revise: Presenter Plans</th>
<th>Cohesiveness with Objectives</th>
<th>Format</th>
<th>ASSURE MODEL Points Allocation</th>
</tr>
</thead>
</table>
| 4     | Meets Requirements with Excellence OR Exceptional | Explain detailed plans (How? What will you ask? – be specific What will you monitor?) for evaluation and revisions of:  
- Presentation itself  
- Methods  
- Media  
- Materials  
- Level of learner participation | All listed in level 3 PLUS Use word “objective” in written rationale for each section to clearly identify where cohesiveness is discussed. | All listed in level 3 PLUS Professional look to submission (BONUS POINT OF 1) | Total number of points = 75  
Worth 25% of course Grade |
| 3     | Satisfactorily Meets Requirements OR Standard | Omission of 1 bulleted category above OR partial deficiency of 2 categories. | Lesson plan is cohesive. Objectives drive the entire ASSURE Model lesson.  
- Objectives are appropriate for audience  
- Objectives are appropriate for the topic  
- Methods are appropriate to meet level of objectives  
- Use of materials/media are based upon methods  
- Enactive method relates to application objective/s  
- Content (outlined) helps learners meet objectives  
- Evaluation of learning questions do assess achievement of objectives | All listed in level 3 PLUS  
- Standard paper size (8 1/2”x11”)  
- Text font size of 12  
- Set all margins at 1”  
- Headers either bold at 12 size font or 14-18 size font  
- Use one type font for all text. Acceptable to use another type font for headers and handouts.  
- Double space (only)  
- White paper  
- Number pages on bottom  
- 8-12 (≥ 2) pages of text  
- Appendix located at end (and not included in page count) | A = 4 x 2 = 8 (10.7%)  
S = 4 x 2 = 8 (10.7%)  
S = 8 (methods) (10.7%)  
S = 8 (media/materials) (10.7%)  
U = 24 (32%); most (83%) related to content outline  
R = 4 (5.3%); although part of methods discussion too  
E = 8 (10.7%)  
Cohesiveness = 4 (5.4%)  
Format = 3 (4.0%) |
| 2     | Below Minimal Standards; Needs More Work | Omission of 2 bulleted category above OR partial deficiency of 3 categories. | 1 criterion incorrect. | 1 criterion incorrect. | Instructor grading  
\[
\frac{\text{___}}{75} = \text{___}%
\] |
| 1     | Does Not Meet Standards; Needs Substantial Revisions | Omission of 3 bulleted category above OR partial deficiency of 4 or more categories. | 2 criteria incorrect. | 2 criteria incorrect. | 68-75 = A  
60-67 = B  
53-59 = C  
45-52 = D  
<45 points = F |
<p>| 0     | Absent | Discussion of plans to evaluate presentation and presenter absent. | &gt; 2 criteria incorrect. | &gt; 2 criteria incorrect. | Note: not typed is 10% grade reduction. |</p>
<table>
<thead>
<tr>
<th>Scale:</th>
<th>Elements:</th>
<th>Visual Aspects of Instructional Material</th>
<th>Content Aspects of Instructional Material</th>
<th>Tool for Learner Evaluation</th>
<th>Tool for Presenter Evaluation</th>
</tr>
</thead>
</table>
| 4     | Meets Requirements with Excellence OR Exceptional | Your instructional material should be:  
- creative  
- colorful (print in color)  
- organized  
- appropriate "white space"  
- contain appropriate graphics  
- 1 full page (8"x11.5"); 1-2 sides; flat or folded  
- professional appearance | Your instructional material should be:  
- accurate in knowledge  
- current in knowledge  
- match target audience  
- support your objectives AND include completed appraisal (from book) with a high rating (if rating not high, then fix handout!) | Develop an evaluation tool (using the 4-7 questions listed in your ASSURE Model) as separate form that will measure learner achievement. Learner evaluation to include items/form and answer key. | Develop an evaluation tool (using your 6-8 questions listed in your ASSURE Model) as separate form that will measure achievement of presenter plans. |
| 3     | Satisfactorily Meets Requirements OR Standard | 1 of the other components is partially deficient. | 1 minor error  
OR Missing completed appraisal. | Tool inconsistent with 1 lesson plan objective.  
OR 1 question short  
OR Answer key needs further explanation. | Tool inconsistent with 1 criterion in level 4 of column "Evaluate and Revise: Presenter Plans" OR 1 question short |
| 2     | Below Minimal Standards; Needs More Work | 1 of the components is completely deficient   
OR 2 components are partially deficient. | 2 minor errors  
OR 1 major error  
OR 1 minor error and missing appraisal. | Tool inconsistent with 2 lesson plan objectives.  
OR 2 questions short  
OR Answer key missing answers. | Tool inconsistent with 2 criteria level 4 of column "Evaluate and Revise: Presenter Plans" OR 2-3 questions short |
| 1     | Does Not Meet Standards; Needs Substantial Revisions | 2 or more of the components are completely deficient   
OR 3 or more components are partially deficient. | More than 2 minor errors  
OR More than 1 major error  
OR More than 1 minor error and missing appraisal. | Tool inconsistent with 3 lesson plan objectives.  
OR 3 questions short  
OR Answer key missing answers. | Tool inconsistent with 3 criteria level 4 of column "Evaluate and Revise: Presenter Plans" OR 4-5 questions short |
| 0     | Absent | Instructional material missing or not created by the student. | Instructional material missing or not created by the student. | Evaluation tool absent. | Evaluation tool absent. |

**Notes:**
1. One instructional material to be created by the student (must be an “original” piece). Worth 6% of total course grade.
2. One evaluation instrument is to be created by the student. It can be either a Learner Evaluation (e.g., test, worksheet, etc.) or a Presenter Evaluation instrument (must be an “original” piece). Worth 3% of total course grade.